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ABSTRACT

This manual introduces and explains the juvenile counselor physical training course developed as part of the evaluation procedures for juvenile counselor candidates in the Standards and Training for Corrections program in California. The manual is organized in four sections. The first section introduces the physical conditioning module, including information on goals, structure, job relatedness, program background and development, performance objectives, and general exercise guidelines. The second section provides a general instruction guide for the trainer, including an agenda, session outlines, and discussion of trainer and trainee roles. The third section contains detailed exercise instructions, and the final section discusses the use of benchmark minimums for exercise program participants. Six references and additional instructions are included in the guide. (KC)

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STANDARDS AND TRAINING
FOR CORRECTIONS PROGRAM

STC

BOARD OF CORRECTIONS

PHYSICAL CONDITIONING COURSE

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CHAPTER ONE

INTRODUCTION TO THE PHYSICAL CONDITIONING MODULE

OVERALL GOALS

Within the Juvenile Counselor Core Training Course, the physical conditioning module (module 18.0) serves three major goals:

1. Fitness Assessment:
Enable instructors to determine whether trainees have the physical fitness capacities necessary to meet typical minimum performance standards for physically demanding job tasks.

2. Fitness Improvement:
Enable trainees to improve their job-related physical fitness capacities, not only to meet typical minimum standards, but also to maximize their individual abilities to handle the physical demands of the job.

3. Program Carry-over:
Teach trainees a personal physical fitness routine which they can, if they choose, pursue on their own (after placement in the JC position) to continue to maintain and improve their job-related physical fitness.

The physical conditioning module is not designed to teach any specific techniques for performance of the physically demanding job tasks (e.g., techniques of self-defense, physical restraint, first aid); such techniques are addressed in other units and modules of the Core Training Course. Rather, the physical conditioning module is designed to address the basic physical fitness capacities (such as agility, strength, and endurance) which are called upon in performing the physically demanding job tasks.

OVERALL STRUCTURE

In total, 12 one-hour sessions are allocated to the physical conditioning module. Those sessions are scheduled across the full four weeks of the Juvenile Counselor Core Training Course, occurring during the last hour of each Monday, Wednesday, and Friday. The spacing of the physical conditioning sessions affords optimum opportunity for gains in fitness. The timing of the sessions, in the last hour of the day, parallels the "worst case scenario" of physically demanding tasks which occur at the end of a shift. By training under this "worst case" condition. we maximize the assurance that trainees will develop their fitness capability to handle physically demanding tasks regardless of when in a shift those tasks might occur.

The same basic sequence of exercises is performed within each of the 12 sessions.

A. 10 minutes as a full group doing: arm circles, side bends, windmills, trunk twists, calf stretches, quad stretches, knee hugs, stride stretches, stomach flutter kicks, knee to foreheads, push-ups, sit-ups, side leg raises, and vertical jumps.
B. 12 minutes rotating through stations for: leg presses (or modified wall sits), wrist curls, arm curls, jump and ducks, dummy lifts, and dummy drags.
C. 12 minutes rotating through stations for weighted agility runs and 75-yard sprints.
D. 15-21 minutes of long distance walking/jogging.
E. 5 minutes of cool-down walking and stretching.

On most of the exercises, expected performance levels increase over the 12 sessions (e.g., increases are expected in the number of repetitions, speed of performance, distance achieved, and so forth, as appropriate to the particular exercise). Moreover, on some of the exercises (which serve double-duty as tests -- see below), "benchmark minimum" performance levels have been established. By meeting or exceeding the benchmark minimums, trainees demonstrate that their physical fitness is sufficient to enable them to meet or exceed typical state-wide minimum requirements for Juvenile Counselor performance on physically demanding job tasks.

Complete instructions for conducting all sessions, and full descriptions of all exercises and benchmark minimums, are provided later in this guide.

JOB RELATEDNESS

Each of the exercises addresses (assesses and enhances) physical fitness capacities of major importance for performance of physically demanding JC job tasks. Moreover, when used in the prescribed combination, they provide comprehensive coverage of all the major job-related physical fitness capacities for the Juvenile Counselor position.

All of the exercises serve the overall program goals of fitness improvement and program carry-over. Additionally, four of the exercises, which are especially close simulations of actual JC job tasks, also serve the program's assessment goal (i.e., they serve as tests as well as exercises). It is on these four exercises that "benchmark minimum" performance levels have been established.

The benchmark minimums on these exercises correspond to minimum, on-the-job task performance standards that have verified state-wide applicability for Juvenile Counselor positions. This correspondence to job requirements enables these four designated exercises and benchmark minimums to be valid and meaningful tests of trainees' abilities to meet typical minimum physical requirements for the Juvenile Counselor job.

The minimum required levels tend to be relatively low ones. Most trainees will be able to exceed them and should be encouraged to do so, just as they will be encouraged on the job to do more than simply meet minimum requirements.

PROGRAM BACKGROUND AND DEVELOPMENT

A comprehensive description of all of the evidence on which this physical conditioning module is based, the process followed in developing it, and the evidence supporting its job relatedness is presented in the Development and Validation Report for Recommended Physical Abilities Standards for Juvenile Counselors (Fraser, McKenna, Hazucha & Moffet, 1985), which is available through the California Board of Corrections. The brief description provided below will, however, provide an introduction to the general context in which the program development occurred, and highlight the most critical developmental steps.

Definition of the Typical Minimum Performance Standards for Physically Demanding Core Tasks

Over the period 1982-1985, Personnel Decisions, Inc. conducted a major research program for the California Board of Corrections, Standards and Training for Corrections (STC) program. The overall research program comprised three primary phases:

1. State-wide job analysis of the requirements of three entry-level positions in county agencies: Juvenile Counselor, Probation Officer, and Juvenile Counselor positions.

2. Development of selection standards and validation of entry-level selection procedures for these positions.

3. Development of training standards and curricula for these positions.

It was through the state-wide job analysis of the Juvenile Counselor position that the typical minimum performance standards for physically demanding job tasks were established.

See Table 1 for descriptions of these physically demanding job tasks and typical minimum performance standards.

TABLE 1

Juvenile Counselor Physical Performance Standards

A. **Task: Walk or stand for long periods of time.**

Typical Minimum Standard: Be able to walk or stand for six hours of an eight hour shift.

B. **Task: Pursue juveniles on foot (running).**

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to pursue a running juvenile by sprinting a distance of 75 yards or more.

C. **Task: Run to the scene of a disturbance or emergency.**

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to walk briskly or jog 150 feet to the scene of an emergency or disturbance, maneuvering around obstacles such as tables and chairs.

D. **Task: Physically subdue or restrain a violent juvenile by yourself.**

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, and after physically separating two fighting juveniles with the help of another person, be able on your own to apply appropriate techniques to physically restrain a resisting juvenile for at least 30 seconds, and remove the resisting juvenile from the scene.

E. **Task: Physically subdue or restrain a violent juvenile with the help of another person.**

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to apply appropriate techniques to help another JC to physically restrain a resisting juvenile for at least 30 seconds, and remove the resisting juvenile from the scene.

CONTINUE, NEXT PAGE

TABLE 1: JC Physical Performance Standards (continued)

F. **Task: Physically separate two fighting juveniles with the help of another person.**

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, and then walking briskly or jogging 150 feet in response to a call for help, be able to help another JC separate two fighting juveniles by approaching one of the juveniles from behind, pulling the juvenile away, and applying appropriate techniques to restrain the juvenile for at least 30 seconds.

G. **Task: Defend yourself against a juvenile with a weapon.**

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to handle an attacking juvenile by verbally de-escalating the situation if possible and, if that is not possible, calling for assistance, retreating, or otherwise acting to minimize injury to self and others.

H. **Task: Search areas that are not easily accessible for contraband.**

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to repeatedly:

1. Assume position to look under a bed and visually search the area for contraband; and,

2. Step up on a chair and maintain balance while reaching to search high areas.

I. **Task: Carry heavy objects by yourself.**

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to carry a wall mounted 20 pound fire extinguisher and walk briskly 75 feet or more to the scene of a fire.

J. **Task: Lift and support heavy objects.**

Typical Minimum Standard: After walking/standing for six hours of an eight hour shift, be able to support the weight of a 150-pound hanging juvenile for a period of 30 seconds or more, lifting sufficiently to prevent strangulation.

Identification of Fitness Capacities and Linkages to Tasks and Exercises

The next major steps in the development of the physical conditioning module consisted of:

- o Identifying the physical fitness capacities of major importance for the performance of the physically-demanding core tasks (i.e., identifying the appropriate job-related fitness capacities to be addressed in the training and testing);

- o Designing an effective combination of exercises to provide the assessment and enhancement of those job-related fitness capacities; and to teach trainees a program they can pursue on their own to continue to maintain and improve their job-related physical fitness; and,

- o Using task performance standards to define appropriate exercise performance standards (benchmark minimums) for determining whether trainees meet minimum requirements on the job-related physical capacities.

An expert panel of three exercise physiologists, each with extensive applied experience and expertise in designing, conducting, and evaluating physical conditioning and fitness testing programs, served as consultants to the project on each of these major steps. Additionally, before being finalized, the outcomes from each step were carefully reviewed for consistency with the broader research literature on physical abilities testing and training and for consistency with existing examples of well-regarded physical conditioning/testing programs. Those consistency checks provided strong support for the appropriateness of the outcomes.

The physical fitness capacities determined to be of major importance to performance of the Juvenile Counselor position, and, hence, as needing to be addressed by the physical conditioning program, are:

- o cardiovascular endurance/stamina
- o muscular strength
- o muscle endurance
- o power/explosive strength
- o flexibility
- o agility/coordination/balance

See Table 2 for definitions of each of these capacities, and Table 3 for identification of the physically demanding job tasks to which each capacity is particularly relevant. Table 3 also identifies the major relationships between the fitness capacities and the exercises chosen for inclusion in the program. As can be seen, the exercises provide multiple coverage of each capacity.

The four exercises for which benchmark minimums have been set are identified with an asterisk in Table 3. The task and typical on-the-job minimum performance standard which is simulated by each of these exercises and benchmark minimums can be identified by referring ahead to Table 4; they are discussed in a subsequent section.

Table 2

Definitions of Job-Related Physical Fitness Capacities

CARDIOVASCULAR ENDURANCE/STAMINA:

- o ability to perform prolonged bouts of aerobic work without experiencing fatigue or exhaustion
- o distinguished by total body involvement (vs. localized function), cardiovascular (vs. skeletal) functioning, and
- o involvement in relatively long-term work (more than three minutes at a stretch)

MUSCULAR STRENGTH:

- o ability to exert maximum muscular force for a brief period of time
- o includes arm, back, abdominal, shoulder, and leg strength
- o does not include resistance to fatigue

MUSCLE ENDURANCE:

- o ability to exert muscular force repeatedly or continuously over time
- o emphasis on resistance of the muscles to fatigue
- o involved in propelling, supporting, or moving the body repeatedly, or supporting it for prolonged periods

POWER/EXPLOSIVE STRENGTH:

- o ability to expend a maximum of energy in one or a series of thrusts
- o important where short bursts of physical effort are required either to propel one's own body weight or external objects

FLEXIBILITY:

- o ability to extend trunk, arms, or legs through a range of motion
- o involved in tasks that require suppleness, such as reaching and stretching

AGILITY/COORDINATION/BALANCE:

- o ability to coordinate the simultaneous actions of different parts or limbs of the body when the body is in motion, and to maintain balance when external forces act against stability
- o involved in most motions, but to a greater degree in complex and/or rapid movement sequences

Table 3

CORRESPONDENCE MATRIX FOR JC FITNESS CAPACITIES, TASKS, AND EXERCISES

Tasks/Standards	Cardiovascular Endurance	Muscular Strength	Muscular Endurance	Power/Explosive Strength	Flexibility	Agility/ Coordination Balance
Walk/stand	XXX		XXX			
Pursue		XXX		XXX		
Run (walk/jog) to emergency				XXX		XXX
Restrain alone		XXX			(X)	
Restrain with assistance		XXX			(X)	
Separate with assistance		XXX			(X)	
Defend self					(X)	XXX
Search	(X)		(X)		XXX	XXX
Carry alone		XXX				XXX
Lift and carry with assistance		XXX	XXX			
Drag		XXX		XXX		
Push		XXX		XXX		
Exercises						
Arm circles					XXX	
Side Bends					XXX	
Windmills					XXX	XXX
Trunk twists					XXX	
Calf stretches					XXX	
Quad stretches					XXX	
Knee hugs					XXX	
Stride stretches					XXX	XXX
Stomach flutter kicks			XXX		XXX	
Knee to forehead			XXX		XXX	
Push-ups		XXX	XXX			
Sit-ups		XXX	XXX			
Side leg raises			XXX			
Vertical jumps				XXX		
Leg presses or modified wall sits		XXX	XXX			
Wrist curls		XXX				
Arm curls		XXX				
Jump & duck						XXX
*Dummy lifts		XXX	XXX			
*Dummy drags		XXX		XXX		
*Weighted Agility runs	XXX	XXX		XXX		XXX
*75-yard sprints		XXX		XXX		
Long-distance walk/jog	XXX		XXX			

* indicates exercises which include a benchmark minimum

XXX consistent linkage

(X) linkage depends on how activity is performed

Table 4
Physical Conditioning Performance Objectives
and Associated Exercises

Objective 1: Perform a series of 14 short duration (30-60 second) exercises enhancing flexibility, agility/coordination, and muscular strength, endurance, and power.

- Exercises include: arm circles; side bends; windmills; trunk twists; calf stretches; quad stretches; knee hugs; stride stretches, stomach flutter kicks; knee to forehead; push-ups; sit-ups; side leg raises; and, vertical jumps.
- Time allowed: 10 minutes
- No test

Objective 2: Perform a series of four short duration (30-60 second) exercises enhancing whole-body agility/coordination plus grip, arm, and leg strength. Rest briefly (30-60 seconds) between exercises.

- Exercises include: jump and duck; wrist curls; arm curls; and, leg presses or modified wall sits
- Time allowed: 8 minutes
- No test

Objective 3: Demonstrate/enhance ability to support the weight of a hanging 150 lb. bag and lift and hold it high enough to take all stress off the rope or chain from which it is suspended.

- Exercise: Dummy Lifts. Lift and fully support a weighted bag hung from above by a rope or chain.
- Time allowed: 2 minutes
- Test. Benchmark minimum: Support the weight of a 150 pound hanging bag for at least 30 seconds, lifting sufficiently to create and maintain slack in the chain/rope from which the bag is suspended.

Associated task/standard from Table 10: K (lift and support heavy objects)

Objective 4: Demonstrate/enhance ability to quickly drag a 150 pound bag or dummy by the handle or strap for a distance of 20 feet or more over a carpeted or flat moved grass surface.

- Exercise: Dummy drags. In 30 seconds, drag a 150 pound dummy/weighted duffle bag as far as possible, rest briefly (30-60 seconds), repeat.
- Time allowed: 2 minutes
- Test. Benchmark minimum: In 30 seconds, drag the 150-pound bag or dummy at least 20 feet. (This corresponds to dragging the bag/dummy at a pace corresponding to a very slow walk).

Associated task/standard from Table 10: L (drag heavy objects)

Objective 5: Demonstrate/enhance ability to: (a) walk briskly or jog 150 feet while maneuvering around obstacles and, (b) lift a 20 lb. fire extinguisher and carry it 75 feet or more while walking briskly.

- Exercise: Weighted Agility Runs. Walk briskly or jog through a 75 foot barrier course, pick up a 20 pound fire extinguisher or weighted tube bag and carry it back through the course, walking briskly. Repeat. Rest briefly (30-60 seconds) between repetitions if benchmark minimum not met.
- Time allowed: 6 minutes
- Test. Benchmark minimum: Complete the full 150 foot course within 30 seconds, carrying the 20 pound extinguisher/weighted bag for 75 feet of that distance without dropping it.

Associated task/standard from Table 10: C (run to scene of emergency) and J (lift and carry heavy objects)

Objective 6: Demonstrate/enhance speed in sprinting a distance of 75 yards on a straight track.

- Exercise: 75-yard Sprints. From a standing start, run 75 yards as quickly as possible over a straight track. Repeat, resting briefly (30-60 seconds) between repetitions, as often as time allows.
- Time allowed: 6 minutes
- Test. Benchmark minimum: Complete the 75-yard sprint within 30 seconds (i.e., at a pace in the borderline between a fast jog and a slow run).

Associated task/standard for Table 10: B (pursue juveniles on foot, running)

Objective 7: Enhance cardiovascular endurance by walking briskly, jogging, or running around an oval track for a continuous period of at least 15 minutes.

- Exercise: Long Distance Walk/Jog.
- Time allowed: 15-21 minutes
- No test

Objective 8: Cool down; slow the heart rate down and stretch out the primary muscle groups.

- Exercises: Walk at a comfortable pace for three minutes and then perform two minutes of stretching exercises (calf stretch, quad stretch, trunk twists, and windmills).
- Time allowed: 5 minutes
- No test

PERFORMANCE OBJECTIVES

Eight performance objectives are specified for the physical conditioning module. All eight define exercises to be performed as part of each one-hour conditioning session; and all eight serve the overall program goals of fitness improvement, (enabling trainees to improve their job related physical fitness capacities) and program carry-over (teaching a personal fitness routine which trainees can, if they choose, continue independently on an ongoing basis).

Additionally, four of the eight performance objectives serve the program's assessment goal (enabling instructors to determine whether trainees have the physical fitness capacities necessary to meet typical minimum performance standards). The exercises associated with these four performance objectives are ones with close parallels to particular physically demanding job tasks which have typical minimum performance standards with verified statewide applicability. These minimum task performance standards are translated into benchmark minimum performance levels on the exercises, enabling the exercises to be used as highly content valid and credible tests of trainees' ability to meet or exceed typical minimum fitness requirements for the job.

Table 4 lists the eight specific performance objectives defined for the physical conditioning module, outlines the time allowed for performance of the exercises associated with each objective, stipulates whether performance relative to that objective is to be tested, and, if so, identifies the benchmark minimum performance level for the exercise and specifies the task performance standard from which that benchmark minimum is derived.

LINKAGE OF FITNESS CAPACITIES TO PERFORMANCE OBJECTIVES AND TESTS

- With the exception of flexibility, each of the job-related fitness capacities is addressed by exercises associated with both tested and untested performance objectives.

Flexibility is extensively addressed by the conditioning program (linked to a total of ten different exercises), but is not directly addressed by any of the tested performance objectives. In part, this is because flexibility is an especially difficult capacity to measure through anything but an extensive series of muscle-specific tests or exercises (cf. Hogan, 1984). Also, the one task to which flexibility is almost always relevant (searching) is not one which proves amenable to the construction of a valid, credible, and administratively feasible work sample exercise.

Given the difficulty of testing flexibility through simulation of a searching task, one is left with testing it through simulations of the other four types of tasks to which it is commonly important: self defense and inmate restraint tasks (see Table 3). However, such simulations are included already in other modules of the basic training

course (modules within unit 7.0: Assaultive Behavior and Restraint Techniques). Thus, although flexibility is not addressed through tested performance objectives in the physical conditioning module, it is addressed through tested performance objectives in other modules of the program.

VALIDITY OF THE TESTED PERFORMANCE OBJECTIVES

Direct Linkages to Job Tasks and Standards

Each of the tested performance objectives in the physical conditioning module has strong content validity support for use in assessment of the job-related physical fitness of juvenile counselor trainees. Each is measured through an exercise in which both the nature and the minimum level of performance required are direct parallels of tasks which must be performed, and typical minimum standards which must be met, on the job. Please be sure that your review of Tables 4 and 1 has made these connections clear to you.

As the physical conditioning instructor, it is essential that you know the tasks and performance standards to which each tested exercise and benchmark minimums corresponds. You have to be able to explain the linkages to trainees and be prepared to answer trainees' questions about them. Also, if you ever encounter a trainee who is having significant difficulty meeting the benchmark minimums, your ability to explain their direct connections with typical minimum job performance standards -- to communicate their "real life importance" will be critical to helping the trainee deal realistically with the problem. (Guidelines for handling this situation are given in the final chapter.)

In some cases, translation of task performance standards to exercise benchmark minimums entailed associating terms such as "walking briskly", "jogging", and "sprinting" with concrete speeds. Those translations are based on the following associations, defined by our expert panel of exercise physiologists based on general population norms:

- walking briskly = 1 mile in approximately 15 minutes
- jogging = 1 mile in 10-15 minutes
- sprinting/running = 1 mile in less than 10 minutes

Comparison of the benchmark minimums to norms and standards from other relevant physical conditioning and testing programs (e.g., Berkely, 1983; Berner & Kohls, 1982; Krueger, Berner & Bernauer. 1985; Terra & Bach, 1981) confirms that the performance levels required by the benchmarks truly are minimal ones. This is appropriate, indeed essential, for consistency with the assertion that these benchmark minimums are accurate translations of the typical minimum performance requirements (lowest common denominators† across participating agencies in the STC program.

In line with the second major goal of the physical conditioning program, that of enabling trainees to improve their job related physical fitness capacities, instructors are expected to encourage trainees to perform as

well as they can on all exercises, and to strive to continually improve their performance levels over the duration of the program. That the minimum acceptable performance levels are relatively low ones in no way implies that the desirable performance levels are equally low. Trainees should be encouraged to exceed the minimum requirements in the conditioning program, just as they will be encouraged on the job to do more than simply meet minimum requirements.

Comprehensiveness

Given that each of the tested performance objectives, taken individually, has well documented validity for assessment of trainees' capacities to meet particular physical performance requirements of the job, questions can still be raised about the extent to which the full set of tested performance objectives is comprehensive in its coverage of the physical requirements of the job.

For your confidence in the program, it is important that you know that it is highly comprehensive in addressing the physical fitness requirements of the Juvenile Counselor position.

The primary comprehensiveness question is whether all of the job-related physical fitness capacities are addressed by tested performance objectives. As discussed previously, when the tested performance objectives of this physical conditioning module are combined with those from the self defense and restraint techniques modules, comprehensive coverage of all six of the job-related physical fitness capacities is achieved. Thus, the primary criteria for comprehensiveness is met.

A secondary question with respect to comprehensiveness is the extent to which the simulations entailed in the tested performance objectives tap all of the major physically demanding job tasks for which physical performance standards have been established. There are 12 physically demanding core tasks for which job performance standards have been established here (see Table 1). Of those 12 tasks, the five dealing with running, lifting, carrying, and dragging are directly simulated by tests in this physical conditioning module, and the four tasks dealing with self defense and restraint of inmates are simulated to at least some extent by tests in the self defense and restraint module. This leaves only three tasks which are not directly simulated through tested performance objectives: walking or standing for long periods of time, searching areas that are not easily accessible, and pushing heavy objects. Overall then, the secondary criteria of comprehensive simulation of critical job tasks also can be seen to be met to a high degree.

GENERAL EXERCISE GUIDELINES

The exercise program in this module develops job-related physical fitness capacities for the Juvenile Counselor position. As such, it has value not only for basic training, but also for ongoing use, to continue maintenance and improvement of fitness once a Juvenile Counselor is on the job. Almost all of the exercises are designed so a person can pursue

them on his or her own. Trainees should be encouraged to take advantage of this - to retain the individual exercises as part of an ongoing personal fitness routine.

We all are victims of habit -- some good, some harmful. Establishing a habit of regular and proper exercise will help to improve one's abilities professionally and reduce one's susceptibility to injury and illness. Outlined on the pages that follow are a number of the most important guidelines for establishing a successful exercise program.

These general exercise guidelines should be followed in order to conduct or experience a successful exercise program. When all guidelines are followed, program success is greatly enhanced.

As the instructor, you should be aware of them and communicate them to trainees to be sure the module operates successfully. Also, trainees should be aware of these guidelines so that they may follow them in any personal fitness routines which they may pursue on their own.

1) Frequency (how often). An exercise program should be performed at least three times weekly, but no more than five times. Fewer than three times per week fails to create the desired adaptations in the body, and greater than five times weekly doesn't allow for adequate rest and recovery.

2) Duration (how long). An exercise program should allow at least 15 minutes of aerobic-oriented exercise. This type of exercise consists of stimulation of the heart rate and breathing rate. Examples include brisk walking, jogging, continuous bicycling, and swimming. For aerobic benefit, such exercises must be done in a continuous fashion, instead of allowing for extended rest periods during the session.

3) Overload. Fitness capacity improves most when the intensity of the workout increases steadily over the course of training (this is the overload principle). The participants should place increased demands upon the various systems of the body to produce continued improvement. Regardless of the frequency or speed of the exercise, an insufficient training stimulus will not improve a person's condition. In fact, exercises which fail to place sufficient demands on the body usually lead to a loss or decrement in condition.

4) Intensity (how hard). Exercising with too little vigor will fail to produce any conditioning, and too much vigor can be harmful to one's health. The participants should not exercise so hard that talking during the workout is impossible, but should exercise hard enough to accelerate breathing and heart rates. When finding it difficult to catch their breath, or when breathing is labored, they are probably exercising too hard. If, however, they can easily breathe through the nose throughout the exercise session, the intensity should probably be increased.

5) Progression. The participants should be patient with the progress made. Exercise should be started in great moderation, and progress in small increments. Efforts to exercise at proper intensity, duration, and frequency provides the greatest assurance of proper progression. As they improve in their conditioning, the number of repetitions in each muscle conditioning exercise will need to increase. The pace in the aerobic exercises will also need to increase as conditioning improves.

6) Safety. In running exercises, the way the foot contacts the ground is important; the foot should contact the ground heel first, or almost flat-footed, and then roll onto the ball of the foot (versus contacting on the ball of the foot first with the heel raised). This rolling foot placement helps relax calf muscles during running. All exercises should be done in smooth, rhythmic motions; fast, jerky movements should be avoided, as this is the source of muscle strains and pulls. Any unusual swelling at the joints, or muscle soreness of any kind should be cared for immediately. Those who experience any of the following should have the symptom evaluated by an expert: chest pains, light headedness, dizziness, extreme difficulty in breathing, nausea, inflammation of muscle tissue or inflammation at the joints, sudden loss of skin color.

7) Flexibility (Warm-up) Exercises: Flexibility exercises are designed to increase the range of motion in key joints of the body. These exercises should serve as a warm-up phase for each exercise session. They help increase the heart rate and blood flow so that muscles will be warmed up before going into muscular conditioning exorcises. When muscles are warmed prior to vigorous exercise, injury can be prevented. In doing flexibility exercises, tendons and ligaments must be carefully stretched. This stretching is best accomplished when done in slow, even motions. Anyone experiencing great difficulty with any of the exercises should use caution and be patient when trying to perfect the difficult exercise.

8) Conditioning Exercises: Conditioning exercises are designed to produce increases in strength, power, stamina, and agility/coordination/balance. They define the most vigorous parts of an exercise program. Even so, most exercises are to be done at each participant's own pace. The quantity should never exhaust trainees, nor should they exercise too lightly. Improvement will occur only when the overload principle is actualized. Again, they should be sensitive to their own physical limits and progress accordingly.

9) Cool Down Exercises: Cool down exercises are designed to bring the body from a state of exertion slowly to a state of rest. Abruptly stopping exercise after a vigorous workout may trap all the blood in the muscles which have suddenly stopped moving. When an insufficient amount of blood circulates to the brain or heart or other vital organs, dizziness, faintness, extra heart beats, or nausea may result. After gradually lowering heart rate, muscles should be stretched out to prevent muscle soreness. The stretching also improves flexibility.

10) Clothing: Participants should wear proper jogging/walking shoes, and comfortable (nonbinding) gym clothing, during the conditioning module.

CHAPTER TWO:
GENERAL INSTRUCTION GUIDE

AGENDA

The agenda to be followed in the physical conditioning sessions is outlined in Figure 1. As can be seen, the agenda organizes the exercises into five segments (A-E).

In Segment A, you will lead the full group through a series of 14 short duration (30-60 second) exercises enhancing flexibility, ability/coordination, and muscular strength, endurance, and power. The first seven are non-strenuous flexibility exercises; they are put first to provide trainees with a suitable warm-up period. Thus, it is important to perform the Segment A exercises in the sequence in which they are listed in the agenda. Once trainees are familiar with the sequence of exercises, you may have one of the them lead this Segment instead of yourself. That might give you more opportunity for observation and feedback to individual trainees, or provide a time during which you can set up the exercise stations for Segment B.

In Segment B, trainees will divide into small groups and rotate through six different exercise stations at 2-minute intervals (i.e., spending 2 minutes at each exercise station, and 12 minutes total on this segment). Most of the exercises in this segment are ones that require special equipment; by scheduling them to be performed in rotation by subgroups of trainees, rather than simultaneously by the full group, fewer pieces of equipment are required and the program costs are kept down. Because some of the exercises are partner assisted ones, it is best to have an even number of trainees in each subgroup. If there has to be an odd number of trainees in one of the subgroups, you should join that group when they are performing the partner assisted exercises. The total number of subgroups should not exceed six (the number of exercise stations). There will be fewer than six subgroups if there are fewer than 12 trainees in the total group; in that case, one or more of the exercise stations will be unused during each 2-minute interval. There is no fixed order in which trainees must rotate through the exercises in this segment. Thus, the rotation schedule can be determined by the proximity of the various exercise stations.

In Segment C, the group is divided in half to rotate through two different exercise stations, this time spending 6 minutes at each station, for a total of 12 minutes on the segment. Neither of the exercises here are partner assisted ones, so groups may equally well be composed of an even or an odd number of trainees.

In Segment D, the full group of trainees is to spend at least 15 minutes walking briskly, jogging, or running, with the choice between those options being determined by each trainee based on their individual capabilities, in accord with the overload principle of the general exercise guidelines. If preceding segments have been completed on schedule, then the time allowed for this segment will be 21 minutes.

Figure 1
Agenda for JC Physical Conditioning Sessions

SEGMENT	TIME	EXERCISES
A	10 minutes total (30-60 seconds per exercise)	arm circles side bends windmills trunk twists calf stretches quad stretches knee hugs stride stretches stomach flutter kicks knee to foreheads push-ups sit-ups side leg raises vertical jumps
B	12 minutes total (2 minutes per exercise)	leg presses or modified wall sits wrist curls arm curls jump and ducks dummy lifts dummy drags
C	12 minutes total (6 minutes per exercise)	weighted agility runs 75-yard sprints
D	15-21 minutes	long distance walk/jog
E	5 minutes	cool down walking stretching

In Segment E, trainees will spend 5 minutes cooling down: walking at a comfortable pace for 3 minutes, and then repeating a number of the original flexibility exercises to stretch out their major muscle groups. As was emphasized in the general exercise guidelines, this cool-down period is essential. It should never be shortened or omitted.

REQUIRED MATERIALS AND SET UP

The exercise materials required or recommended for the physical conditioning module are listed below. The quantities stipulated assume a group of 20 trainees, and are the minimums needed for that group size. If your classes are larger than 20, you will need to increase the quantities accordingly. If your classes are considerably smaller than 20 (e.g., are made up of 10 or fewer trainees), then you can decrease the quantities needed.

- 20 exercise mats (optional) for sit-ups, push-ups, etc.
- Supply of chalk (optional† for vertical jumps.
- Two padded six-foot poles* for jump and duck exercises.
- Four wrist curl devices and 0.5 to 2.5 lb. weights for wrist curls.
- Four curl bars, and weights of 20 lb. and up for arm curls.
- Universal Gym or Nautilus leg press machine, or squat rack setup for leg presses (optional); if not available, do modified wall sits instead.
- Four weighted duffle bags* or dummies:
  - -- two for dummy drags (both 150 pounds)
  - -- two for dummy lifts (these should have weights adjustable from 120-150 + pounds)
- Five 20 pound fire extinguishers or weighted tube bags* for weighted agility runs.
- Six stopwatches (one for each station) plus one for each instructor.

The asterisked (*) items are required materials that you can, or will need to, construct yourself. Instructions for their construction are given in Attachment A at the end of this report.

Instructions for setting up the exercises and exercise stations are given in Attachment B of this report. The stations for Segments B and C should always be set up in advance, so that the start of the segments is not delayed.

SEGMENT OUTLINES AND RECOMMENDED PROGRESSIONS

The next few pages provide outlines of the specific objectives addressed and exercises performed in each segment. The outlines also contain guidelines for the intensity and number of repetitions of each exercise to be performed over the four weeks of the program. These guidelines are minimum numbers, and are to be used strictly as guidelines, nothing more. If a trainee is capable of performing more than the required minimum in the time allowed, then he or she should be encouraged to do so. (This is what is required by the overload principle of the general exercise guidelines.) A good rule of thumb is to stop at a moderate fatigue level, where the trainee is not exhausted, but definitely does feel a moderate amount of exertion.

Following the segment outlines, this chapter concludes with a general discussion of roles and responsibilities in this module, and descriptions of recommended or allowable agenda variations for the first and final sessions. Then, in Chapter 3, detailed instructions for the performance of each exercise are provided. (Chapter 3 also repeats the overall session agenda and segment outlines, so that you may, if you wish, use Chapter 3 as a stand-alone handout of exercise instructions for trainees.)

In the segment outlines, and Chapter 3, the exercises are numbered such that the numeral in front of the decimal point identifies the objective to which the exercise corresponds.

SEGMENT A

OBJECTIVE:

18.1.1 Perform a series of 14 short duration (30-60 second) exercises enhancing flexibility ability/coordination, and muscular strength, endurance, and power.

INSTRUCTIONAL TIME: 10 minutes total; 30-60 seconds per exercise.

SCHEDULE/PROGRESSION:

Objective	Exercise	Week 1	Week 2	Week 3	Week 4
18.1.1	1.1 Arm Circles	---------10 complete circles--------			
	1.2 Side Bends	------2-3 repetitions per side------			
	1.3 Windmills	----------10-20 repetitions---------			
	1.4 Trunk Twists	--------8 repetitions per side------			
	1.5 Calf Stretches	------hold 10 sec./3 repetitions----			
	1.6 Quad Stretches	------hold 10 sec./3 rep. per leg---			
	1.7 Knee Hugs	-------hold 3 sec./3 rep. per leg--			
	1.8 Stride Stretches	-------------10 repetitions---------			
	1.9 Stomach Flutter Kicks	7 reps/ 1 set	7 reps/ 2 sets	7 reps/ 3 sets	7 reps/ 4 sets
	1.10 Knee to Forehead	5-7 per leg	8-10 per leg	11-13 per leg	14-15 per leg
	1.11 Sit Ups	-----------10-20 repetitions--------			
	1.12 Push Ups	--------------Up to 20------------			
	1.13 Side Leg Raises	10-12 per leg	13-15 per leg	16-18 per leg	19-20 per leg
	1.14 Vertical Jumps	5-7 reps	8-10 reps	11-13 reps	14-15 reps

SEGMENT B

OBJECTIVES:

18.1.2 Perform a series of four short duration (30-60 second) exercises enhancing whole body agility/coordination and grip, arm, and leg strength. Rest briefly (30-60 seconds) between exercises.

18.1.3 Demonstrate/enhance ability to support the weight of a hanging 150 pound bag and lift and hold it high enough to take all stress off the rope or chain from which it is suspended.

18.1.4 Demonstrate/enhance ability to quickly drag a 150 lb. dummy or bag by the handle or strap for a distance of 20 feet or more over a carpeted or flat mowed grass surface.

INSTRUCTIONAL TIME: 8 minutes total; 2 minutes per exercise.

SCHEDULE*/PROGRESSION:

Objective	Exercise	Week 1	Week 2	Week 3	Week 4
18.1.2	2.1 Wrist Curls	1 lb/ 3 reps	1.5 lb/ 3 reps	2 lb/ 3 reps	2.5 lb/ 3 reps
	2.2 Arm Curls	----------20+ Pounds/-------- ----------6 reps/---------- 1-3 sets--------2-3 sets-----3 sets			
	2.3 Jump & Duck	----------9+ repetitions--------			
	2.4 Leg Press	----------75+ Pounds/---------- ----------6 reps/---------- 1-3 sets-------2-3 sets------3 sets			
	or				
	Modified Wall Sits	----------hold 30-40 seconds------ -------2 reps--------3 reps--------			
18.1.3	3.1 Dummy Lift	120+ lb	130+ lb	140+ lb	150+ lb** ----------hold 30+ sec**------- ----------2 repetitions--------
18.1.4	4.1 Dummy Drag	----------20+ ft**/2 repetitions--			

* Trainees will rotate through exercises in small groups; ordering of exercises is flexible.

**Benchmark minimum

SEGMENT C

OBJECTIVES:

18.1.5 Demonstrate/enhance ability to (a) walk briskly or jog 150 feet while maneuvering around obstacles, and (b) lift a 20 lb fire extinguisher and carry it 75 feet or more while walking briskly.

18.1.6 Demonstrate/enhance speed in sprinting a distance of 75 yards on a straight track.

INSTRUCTIONAL TIME: 12 minutes total; 6 minutes per exercise

SCHEDULE*/PROGRESSION

Objective	Exercise	Week 1	Week 2	Week 3	Week 4
18.1.5	5.1 Weighted Ability Runs	------150 feet/30 sec. or less**---			
		----------20 lbs 75 feet**-------			
		----------4-12 repetitions--------			
18.1.6	6.1 75-yard sprints	-30 sec. or less**/4-6 repetitions-			

* Trainees will rotate through exercises in small groups; ordering of exercises is flexible.

** Benchmark minimum

SEGMENT D

OBJECTIVE:

18.1.8 Enhance cardiovascular endurance by walking briskly, jogging, or running around an oval track for a continuous period of at least 15 minutes.

INSTRUCTIONAL TIME: 15 - 21 minutes

SCHEDULE/PROGRESSION:

Objective	Exercise	Week 1	Week 2	Week 3	Week 4
18.1.8	8.1 Long Distance Walk/Jog	----------1.0-1.5 + miles-------			

SEGMENT E

OBJECTIVE:

18.1.9 Cool down; slow the heart rate down and stretch out the primary muscle groups.

INSTRUCTIONAL TIME: 5 minutes

SCHEDULE/PROGRESSION:

Objective	Exercise	Week 1	Week 2	Week 3	Week 4
18.1.9	9.1 Cool Down Walk	----------3 minutes--------			
	9.2 Cool Down	----------2 minutes--------			
				Stretches	

INSTRUCTOR'S ROLES

As the instructor of the physical conditioning module, you have two roles to serve, that of "coach" and that of "official observer" (monitor). Your coaching responsibilities include: teaching trainees how to perform all of the exercises correctly, ensuring that physical conditioning is maximized while risk of injury is minimized, and motivating trainees to perform and improve to the best of their ability. You fulfill this role by demonstrating how to perform exercises, regularly observing and giving feedback on trainee's individual exercise performance, and finding ways to encourage and challenge trainees to continually improve their performance. Setting up individual and team competitions §for best and/or most improved performance on particular exercises or segments) is often a useful strategy for motivating performance improvement and for adding some fun to the sessions. Essentially, in your coaching role, you serve the overall program goals of:

- o enabling trainees to improve their job-related physical fitness capacities, to maximize their individual abilities to handle the physical demands of the job; and
- o teaching trainees a personal fitness routine which they can pursue on their own (after placement in the Juvenile Counselor position) to continue to maintain and improve their job-related physical fitness.

In your role as official observer, you serve the third overall goal of the program:

- o determining whether trainees have the physical fitness capacities necessary to meet typical minimum performance standards for physically demanding job tasks.

The official observer role makes you responsible for monitoring trainees' performance on the exercises with benchmark minimums, and for keeping an official record of each trainee's status with respect to those benchmark minimums. A sample form for such record keeping is given in Figure 2.

During Segments B and C of each session, while the trainees are rotating in subgroups through different exercises, you will need to circulate to observe, give feedback on, and encourage improvement in the exercise performance of as many trainees as possible. For your official observer role it is especially important that you take care to observe the performance of as many trainees as possible on the benchmark minimum exercises.

When you observe a trainee successfully meet or exceed a benchmark minimum. note that on your official record. Once trainees have officially met or exceeded the benchmark minimum for a given exercise (i.e., you have observed them doing so and have noted it on your record keeping form), you will want to continue coaching them to improve their performance on that exercise, but you no longer need to monitor their performance in your official observer capacity. Thus, as the course progresses, your official observer responsibilities will demand progressively less and less of your time, allowing you to devote progressively more attention to coaching and motivating performance improvement.

Keep each trainee posted as to his/her individual status on your official record of benchmark minimums achieved. To facilitate your scheduling of your official observing time, also ask trainees to keep you posted as to their perception of their own status on all benchmark minimums which you do not yet show them as having met. When they perform at or above the required level on one of those benchmark minimums during a time when you are not officially observing them, they should inform you of that achievement before leaving at the end of the hour. In that way, you will be able to plan to officially observe their performance of that exercise during the next session (i.e., you will know which trainees, in which exercises, are particularly appropriate for official observation.)

Any benchmark minimums which have not been met by the third week should be viewed as a source of concern; you should make special efforts to coach those trainees on the exercises in question, including encouraging the trainees to practice those exercises on their own time.

During the final, fourth week of training, and especially in the final two sessions, the top priority must be observation (and coaching) of trainees performing exercises on which they have not yet met the benchmark minimums. During the Monday of the fourth week, accomplish as many of the remaining official observations as possible. Then plan to observe all remaining ones during both of the final two sessions.

This approach to the observation of trainees' performance assures that all trainees will receive every possible opportunity to demonstrate, and receive official credit for their ability to meet each benchmark minimum. Any trainee who has been having difficulty meeting any benchmark minimum will have at least two final opportunities to achieve it. If necessary, you may alter the agenda for the final two sessions to accommodate extra practice by, and observation of, those trainees on the exercises in question.

FIGURE 2

Sample Record Keeping Form
for Physical Conditioning Instructors

Training Course Date (mo/year): _____

Instructor Name: _____

Date Officially Observed to Meet/Exceed Benchmark Minimum Performance Level on:

Trainee Name	Stretcher Carry	Dummy Drag	Weighted Agility Run 150 ft/ 30 sec	75 ft. Carry	75 Yard Sprint

TRAINEES' ROLES

Trainees are responsible, first and foremost, for performing all exercises and improving their job-related physical fitness to the best of their ability, and for exercising within the safety guidelines to assure and safeguard their own medical wellness. (Any severe discomfort or medical danger signs, such as described in the general exercise guidelines, should be called immediately to the attention of an instructor.)

Trainees also should be asked to take responsibility for helping each other during the session, especially during Segments B and C when they are rotating through exercises in small groups. This includes: being cooperative in the partner assisted exercises; timing each other on the exercises with time limits; giving each other feedback on how they are doing; and, being equitable in sharing equipment and facilities.

In pairing up for the partner assisted exercises, trainees should look for partners of comparable ability levels to their own, but should vary their partners from session to session as much as is feasible. By having trainees paired up with different partners from one session to the next you minimize the chance that any trainee's performance or improvement will be hampered because he/she has been persistently paired with a partner of lower physical fitness.

AGENDA VARIATION FOR THE FIRST SESSION

During the first physical conditioning session, you will need to take time to introduce the module to trainees. Outlined below are recommendations as to things you should do during that introductory session.

- Describe and discuss the types of physically demanding core tasks that are part of the job; be sure trainees understand the types of physical demands they will be facing on the job. (Table 1 from this guide may be a useful handout for this part of the introduction.)

- Describe the overall goals of the physical conditioning module, and then the specific performance objectives and associated exercises and benchmark minimum performance levels. (Here, Tables 2 - 4 from this guide are recommended handouts for trainees.)

- Call trainees' attention to the program's high degree of job-relatedness, and, thus, the practical value both of doing well in the program and of adopting the program as a personal fitness routine which they will continue to pursue, on their own, following completion of the Basic Training Course.

- Emphasize the absolute criticality of at least meeting benchmark minimum performance levels during training, and the value to be gained through exceeding benchmark minimums through performing as well as possible on all exercises. The basic message to be conveyed is: "The better you do in the physical conditioning program, the better equipped you will be to successfully handle the physical demands of the job. While meeting benchmark minimums is adequate, exceeding them by as much as possible

- Demonstrate all of the exercises to the group as a whole. Do a quick run-through of all of the Segment A exercises, then show the trainees around the different exercise stations for segments B and C, demonstrate the exercises performed at each station, and describe how subgroups will rotate through those exercise stations in all subsequent sessions. (Giving each trainee a copy of the session agenda is recommended.) As much as feasible, given the appropriateness of trainees' clothing and the time available, have trainees perform the demonstration exercises (for Segments A-C) along with you. Show them the track where the long-distance walk/jog will be run (Segment D), and emphasize the importance of doing the cool-down exercises (Segment E) at the end of each session.

- Explain how you are going to be handling the testing on exercises with benchmark minimums (i.e., that trainees should notify you as soon as they meet or exceed a benchmark minimum, and that you will then aim, in the next session, to officially observe their performance on that exercise so that you can document, for your records, that they have indeed met or exceeded that benchmark minimum.) Also point out that any benchmark minimums which have not been officially met by the end of the third week will automatically be scheduled for official observation during the final two or three sessions. Finally, be sure trainees understand that these benchmark minimums are <u>minimums</u>, which most of them will have little difficulty meeting. Following this discussion, emphasize again the value for future job performance of challenging oneself to perform as well as possible on all exercises.

- Encourage trainees to keep a personal log of their exercise performance levels to allow them to have a tangible record of their improvement over the course of the four weeks. (The Segment Outlines can be used as a form for such logs.)

- Describe the general exercise guidelines and deal with nuts-and-bolts issues such as clothing to be worn, whether/where gym clothes can be kept on site, what facilities exist for showering after the session, and so forth.

- Double-check that all trainees have received medical clearance for participation in all exercises. Follow-up privately with any trainees who have not received full medical clearance. If it is simply because they have not yet been through a medical screening examination, encourage them to do so before the next session. (A medical examination is strongly recommended as a prerequisite to participation in the physical conditioning module.) If, on the other hand, they have undergone a medical examination and the examining physician identified contraindicators to their participation in some subset of the exercises: determine whether the contraindications will hamper their ability to meet benchmark minimums, and, if so, find out what expectations the hiring agency and the trainee have in terms of special accommodation being made for him/her (e.g., whether the agency is planning to waive or modify those benchmark minimums).

AGENDA VARIATION FOR THE FINAL TWO SESSIONS

By the start of the fourth week, there may be trainees in the group who have not yet officially met the benchmark minimums on all of the tested performance objectives. If so, you must take care to schedule time during the final two sessions such that you will be sure to be able to observe those trainees performing the exercises in question during both of the final sessions.

In most training groups, this will not prove to be an issue. Few, if any, of the trainees should fail to meet the benchmark minimums within the first three weeks.

In the rare cases where you do find yourself with several trainees who have not yet officially met benchmark minimums by the end of the third week, we recommend the following schedule variations for the final two sessions:

- Restrict participation in the benchmark minimum exercises to those trainees who have not yet officially met the benchmark minimums on them.

- Streamline the schedule for the trainees in question such that: in Segment A, they perform only the non-strenuous flexibility exercises (1.1 Arm Circles through 1.7 Knee Hugs); and, in the remainder of the time between the abbreviated Segment A and the Cool Down Segment, they spend their time exclusively working to meet the benchmark minimum(s) in question for them.

In some cases, despite extra practice, observation, and feedback, a trainee may still be performing below a benchmark minimum at the end of the four week training course. Chapter Four provides recommendations on how to handle such cases.

CHAPTER THREE
DETAILED EXERCISE INSTRUCTIONS

This chapter contains detailed instructions for the performance of all exercises in the Physical Conditioning Module of the Juvenile Counselor Core Training Course. It may be copied and used as a stand-alone handout for trainees.

To help this chapter serve as a stand-alone piece, the overall agenda and segment outlines presented previously in this guide are repeated here, with each segment outline placed immediately in front of the exercises that it comprises.

SESSION AGENDA

SEGMENT	TIME	EXERCISES
SEGMENT A	10 minutes total (30-60 seconds)	arm circles side bends windmills trunk twists calf stretches quad stretches knee hugs stride stretches stomach flutter kicks knee to foreheads push-ups sit-ups side leg raises vertical jumps
SEGMENT B	12 minutes total (2 minutes per exercise)	leg presses or modified wall sits wrist curls arm curls jump and ducks dummy lifts dummy drags
SEGMENT C	12 minutes total (6 minutes per Exercise)	weighted agility runs 75-yard sprints
SEGMENT D	15-21 minutes	long distance walk/jog
SEGMENT E	5 minutes	cool down walking stretching

SEGMENT A

OBJECTIVE:

18.1.1 Perform a series of 14 short duration (30-60 second) exercises enhancing flexibility agility/coordination, and muscular strength, endurance, and power.

INSTRUCTIONAL TIME: 10 minutes total; 30-60 seconds per exercise.

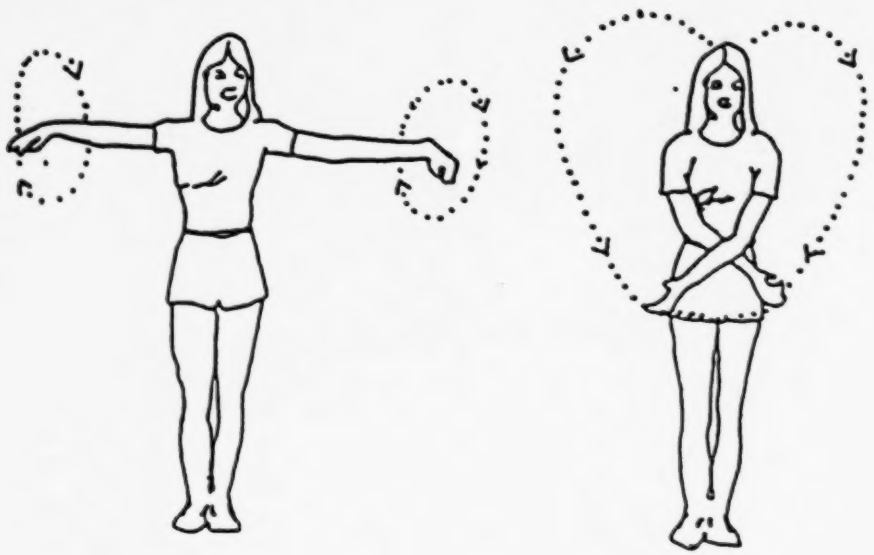
SCHEDULE/PROGRESSION:

Objective	Exercise	Week 1	Week 2	Week 3	Week 4
18.1.1	1.1 Arm Circles	----------10 complete circles----------			
	1.2 Side Bends	------2-3 repetitions per side--------			
	1.3 Windmills	----------10-20 repetitions----------			
	1.4 Trunk Twists	--------8 repetitions per side--------			
	1.5 Calf Stretches	------hold 10 sec./3 repetitions------			
	1.6 Quad Stretches	------hold 10 sec./3 rep. per leg-----			
	1.7 Knee Hugs	-------hold 3 sec./3 rep. per leg-----			
	1.8 Stride Stretches	------------10 repetitions----------			
	1.9 Stomach Flutter Kicks	7 reps/ 1 set	7 reps/ 2 sets	7 reps/ 3 sets	7 reps/ 4 sets
	1.10 Knee to Forehead	5-7 per leg	8-10 per leg	11-13 per leg	14-15 per leg
	1.11 Sit Ups	----------10-20 repetitions----------			
	1.12 Push Ups	--------------Up to 20--------------			
	1.13 Side Leg Raises	10-12 per leg	13-15 per leg	16-18 per leg	19-20 per leg
	1.14 Vertical Jumps	5-7 reps	8-10 reps	11-13 reps	14-15 reps

1.1. ARM CIRCLES

PURPOSE: To increase and/or maintain the range of motion at the shoulder joints.

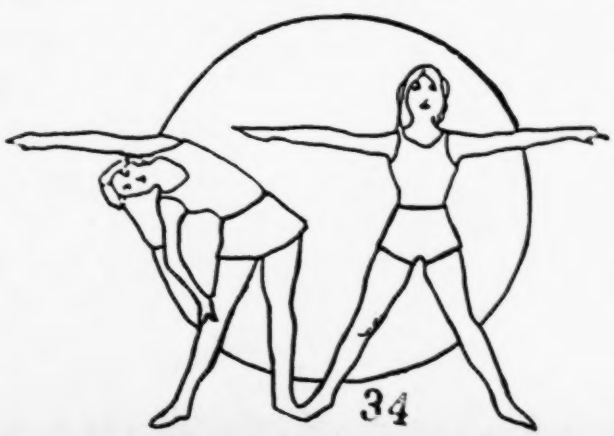
MOVEMENT: Standing with arms out, slowly move hands in a circle, gradually increasing the size of the circle. Increase to full arm circles, with hands crossing in front of the body. Make 10 complete circles then repeat in opposite direction for 10 circles.



1.2. SIDE BENDS

PURPOSE: To stretch lateral muscles of the trunk, chest, and medial muscles of the thigh.

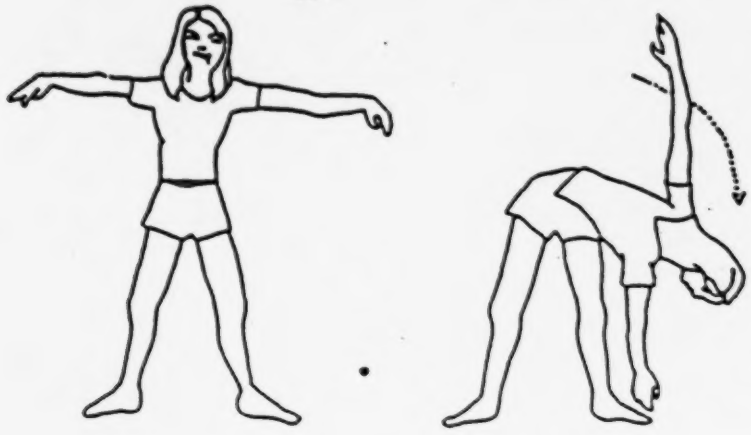
MOVEMENT: With feet more than shoulder width apart, bend sideways as far as possible. STRETCH - DO NOT BOUNCE. Return to upright position then bend sideways again, 2 to 3 times on each side.



1.3. WINDMILLS

PURPOSE: To stretch lateral muscles of the trunk, hamstrings, and medial muscles of the thigh.

MOVEMENT: Stand erect, feet shoulder width apart, arms out to the side. Keeping the legs straight, bring right hand across the body reaching for the left foot. Return to starting position and reach for right foot with the left hand. Repeat the full cycle 10 to 20 repetitions. This movement should be done slowly, without bouncing.



1.4. TRUNK TWISTS

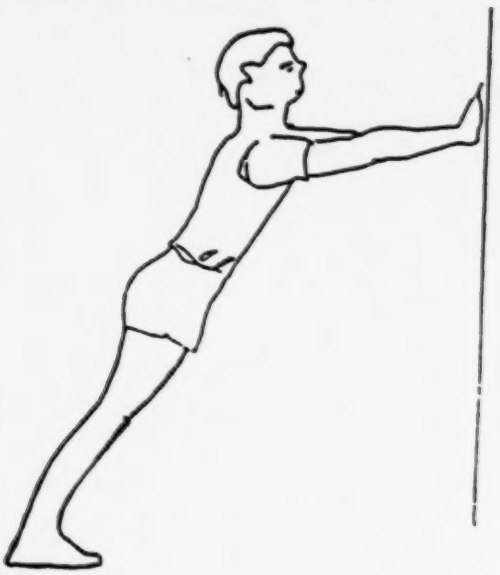
PURPOSE: To stretch muscles in the trunk and thorax region.

MOVEMENT: Standing about 18" to 24" from wall, with back facing wall, reach with both hands around the body to the wall. Alternate turning to the left and right. Do this 8 times on each side. Again, this movement is done SLOWLY.

1.5. CALF STRETCHES

PURPOSE: To stretch the calf muscles of the lower leg.

MOVEMENT: Facing the wall, feet together and about 36" from the wall. SLOWLY fall to the wall with the hands breaking the fall. Feet remain flat on the floor and knees straight. Hold the stretch for 10 seconds. Repeat three times.



1.6. QUAD STRETCHES

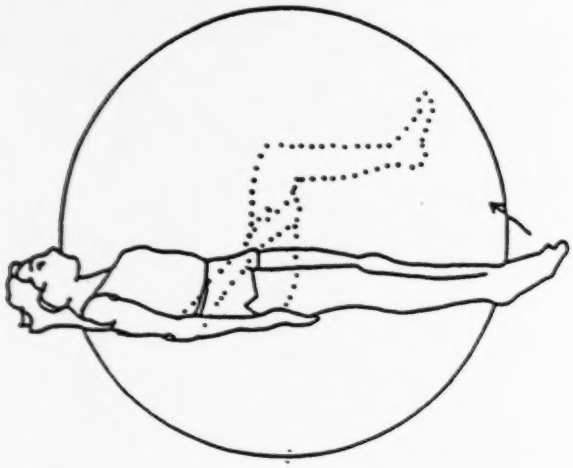
PURPOSE: To increase flexibility in the muscles of the front thigh.

MOVEMENT: While standing and supporting the body with one hand on a wall or other support. Grab the ankle and arch the back. Pull up on the ankle until adequate stretch is felt in the front thigh. The closer to the body the foot is, the better the stretch will be. Hold leg for 10 seconds, then alternate legs. Repeat three times.

1.7. KNEE HUGS

PURPOSE: To increase flexibility in the gluteal muscles and lower back.

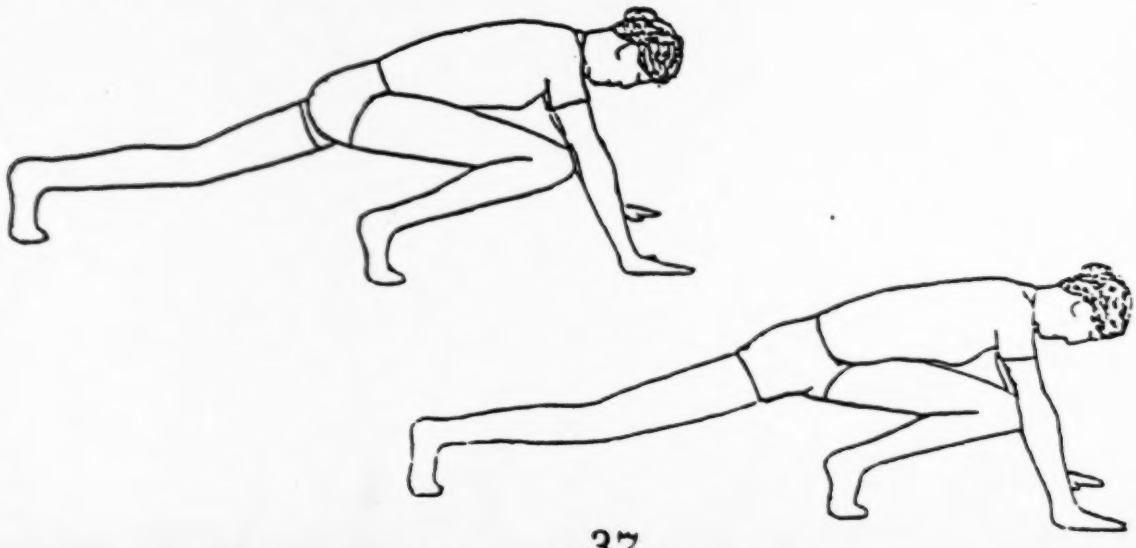
MOVEMENT: Lying on back, slowly raise knee to chest, grasp knee with both hands, and pull to the chest. Keep opposite leg straight. Hold leg for 3 seconds, then follow same procedure with other leg, again keeping opposite leg straight. Alternate six times.



1.8 STRIDE STRETCHES

PURPOSE: To increase agility of the legs and capacity for dynamic body balance.

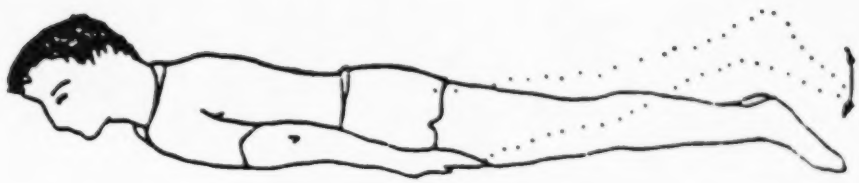
MOVEMENT: Start in a push-up position with one knee tucked forward to chest level and other leg extended. Rapidly alternate forward and extended legs for 10 repetitions. (Decrease tempo if low back pain is present.)



1.9. STOMACH FLUTTER KICKS (NOT FOR PEOPLE WITH LOW BACK PAIN)

PURPOSE: To strengthen hip and lower back muscles.

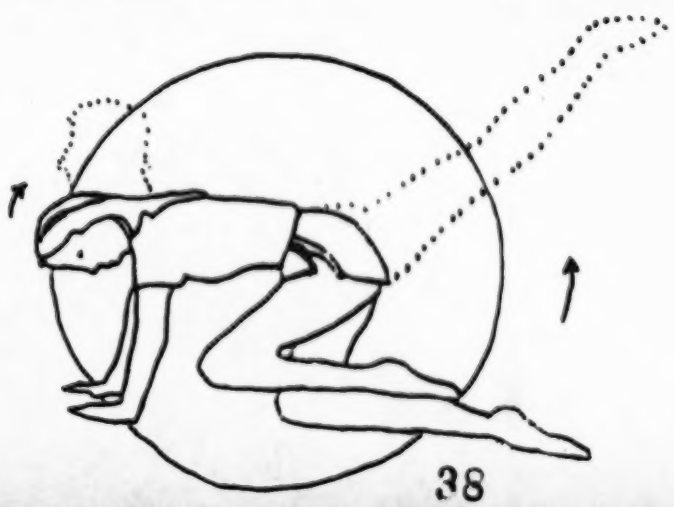
MOVEMENT: Lie on the stomach with hands under the thighs. Keeping the legs straight, flutter feet alternately 7 times. Do one set the first week. Each week, add one set until repeating for a total of four sets. Rest a few seconds between sets.



1.10 KNEE TO FOREHEAD

PURPOSE: To strengthen posterior hip, buttocks, and lower back muscles and increase flexibility of the entire thigh.

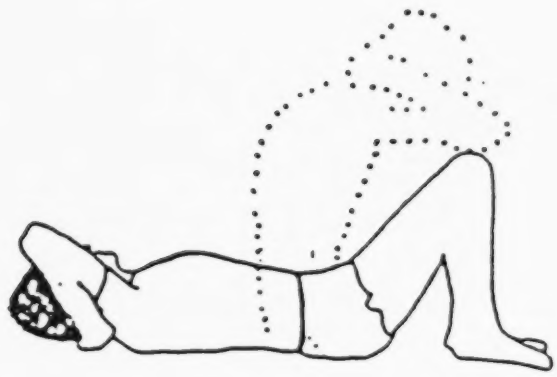
MOVEMENT: With hands and knees on the floor, bring one knee toward the forehead (flexing the neck), thrust and straighten the leg back as far as possible. Perform 5 leg extensions before switching to the other leg. Increase number of extensions per leg by one per day. Work up to 15 extensions on each leg.



1.11 SIT UPS

PURPOSE: To increase the muscular endurance of the abdominal and hip flexor muscles, stretch the lumbar spine, and improve posture.

MOVEMENT: Start on the back, knees bent at a 90 degree angle with hands behind the head. Raise the head and upper part of the body, curling up from the waist. Alternate right elbow to left knee, left elbow to right knee. Begin with 10 sit ups. Continue to 20 if able. Stop at point of moderate fatigue, e.g., not exhausted but feeling some effort.

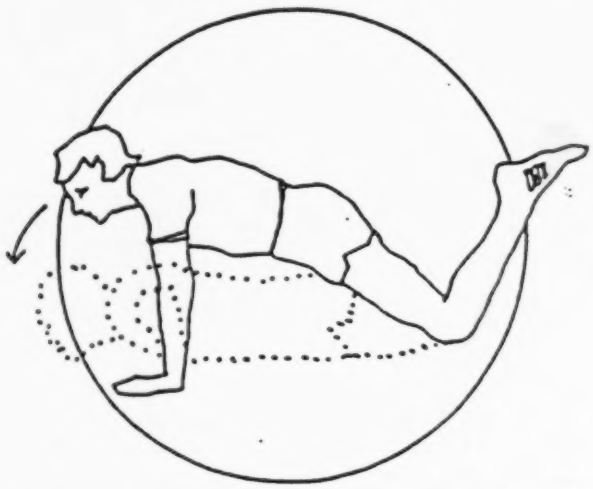


1.12 PUSH UPS

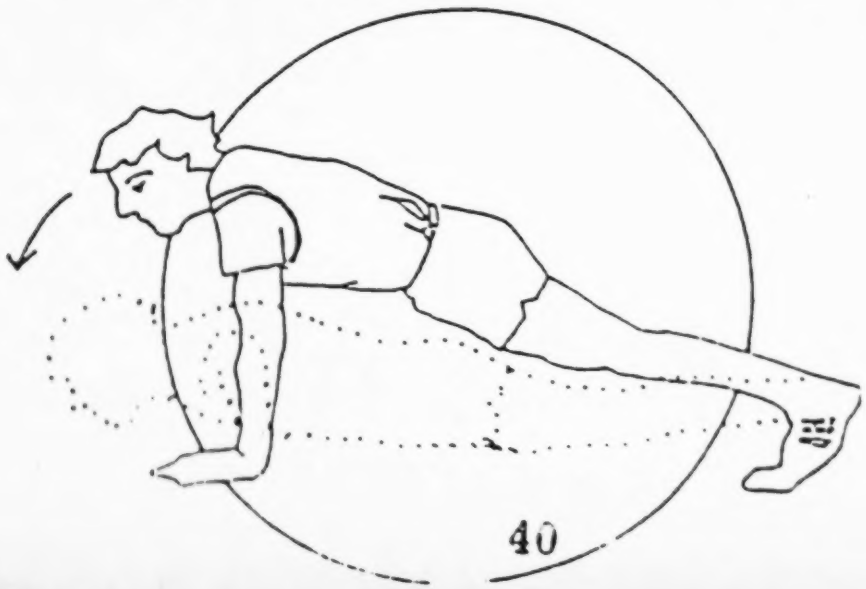
PURPOSE: To build strength and endurance in arms, chest, and shoulder muscles.

MOVEMENT A - MODIFIED: On the stomach with body straight from shoulder to knees, and hands beside the shoulders, push the body upward till arms are straight. Bend arms to lower body back to the starting position. In the modified movement, weight is supported at the knees. Work up to doing 20 push ups.*

*NOTE: If 20 modified sit ups can be done easily, perform the straight leg push ups.



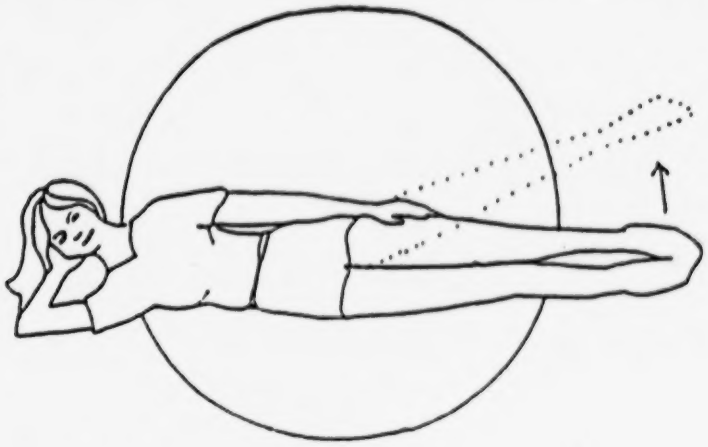
MOVEMENT B - STRAIGHT LEG: On the stomach with body straight from the shoulders to the ankles, hands beside the shoulders, push the body upward till arms are straight. Bend arms to lower the body back to the starting position. Work up to completing 20 push ups.



1.13. SIDE LEG RAISES

PURPOSE: To tone the lateral thigh and posterior hip muscles, and stretch the medial thigh.

MOVEMENT: While on the side with legs straight, slowly raise the top leg 18" and return. After 10 leg raises, roll to the opposite side and repeat with the other leg. Begin by doing 10 leg raises on each leg. then increase the number of leg raises by one per day, up to 20 leg raises with each leg.



1.14 VERTICAL JUMPS

PURPOSE: To build explosive power in the musculature of the legs, hips, arms, and back.

MOVEMENT: Standing with one side to a wall, and approximately 12 inches out, assume a stationary crouching position to jump. Then, using arms, back and legs, jump as high as possible, extending arm (on wall side) upwards to touch the wall at the highest possible point. Start with 5 jumps; increase by one each session.

Note: To track progress, dust fingertips with chalk. Touch and mark wall at point of highest possible reach when heels are flat on the ground. Then re-dust fingertips and mark wall when touching at highest point during jumps. Measure progress through increase in vertical distance between reach marks and jump marks.

SEGMENT B

OBJECTIVES:

18.1.2 Perform a series of four short duration (30-60 second) exercises enhancing whole body agility/coordination and grip, arm, and leg strength. Rest briefly (30-40 seconds) between exercises.

18.1.3 Demonstrate/enhance ability to support the weight of a hanging 150 lb. bag and lift and hold it high enough to take all stress off the rope or chain from which it is suspended.

18.1.4 Demonstrate/enhance ability to quickly drag a 150 lb. dummy or bag by the handle or strap for a distance of 20 feet or more over a carpeted, or flat mowed grass surface.

INSTRUCTIONAL TIME: 8 minutes total; 2 minutes per exercise.

SCHEDULE*/PROGRESSION:

Objective	Exercise	Week 1	Week 2	Week 3	Week 4
18.1.2	2.1 Wrist Curls	1 lb/ 3 reps	1.5 lb/ 3 reps	2 lb/ 3 reps	2.5 lb/ 3 reps3 reps
	2.2 Arm Curls	----------20+ pounds/----------	----------6 reps/----------		1-3 sets--------2-3 sets--------3 sets
	2.3 Jump & Duck	----------9+ repetitions----------			
	2.4 Leg Press	----------75+ Pounds/----------	----------6 reps/----------		1-3 sets---------2-3 sets--------3 sets
		or			
		Modified Wall	----------hold 30-40 seconds----------		
		Sits	-----2 reps----------3 reps--------		
18.1.3	3.1 Dummy Lift	120+ lb	130+ lb	140+ lb	150+ lb**
			----------hold 30+ sec**----------		
			----------2 repetitions-___		
18.1.4	4.1 Dummy Drag	----------20+ ft**/2 repetitions----------			

* Trainees will rotate through exercises in small groups; ordering of exercises is flexible.

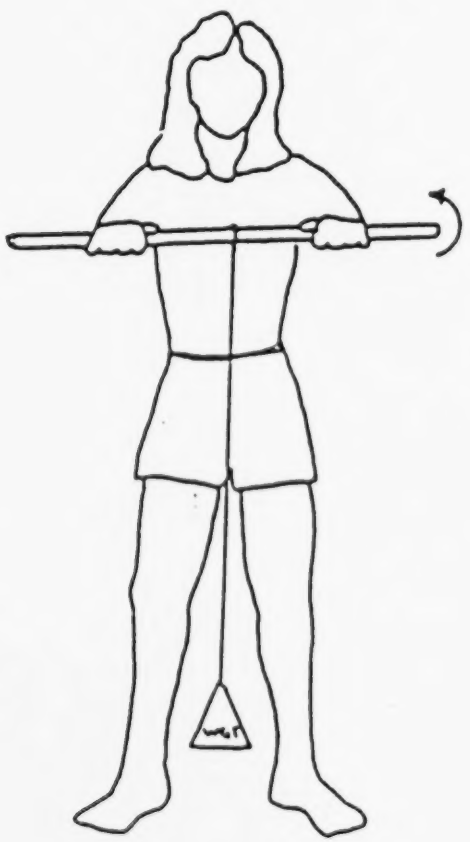
**Benchmark minimum

2.1 WRIST CURLS

PURPOSE: To strengthen grip and forearm muscles.

REQUIRED EQUIPMENT: Wrist curling device, with weights ranging from 1.0 to 2.5 pounds.

MOVEMENT: Using the wrist curling device, roll up the weight while arms are outstretched in front of body, palms down. Next, roll the rope back down. Now grab the bar palms facing up and roll the rope up and down using the new position. Repeat series three times. Start with a 1-lb. weight. Increase the weight by 1/2 lb. each week, until 2 1/2 lbs. are used.

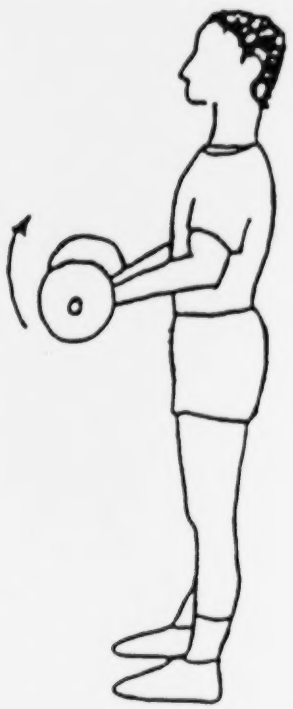


2.2 ARM CURLS

PURPOSE: To strengthen the shoulder and upper arm muscles.

REQUIRED EQUIPMENT: Free weights and curl bar with weights ranging upwards from 20 pounds.

MOVEMENT: Start with 20 lbs. and continue to increase weight until an appropriate amount of weight is found (one that is difficult to lift more than 6 to 8 repetitions). Raise from the extended position and back down slowly. Perform in sets of 6 repetitions. Start with one set and work up to three sets. Rest a few seconds between sets. Keep the back straight and do not hold breath during the movement.

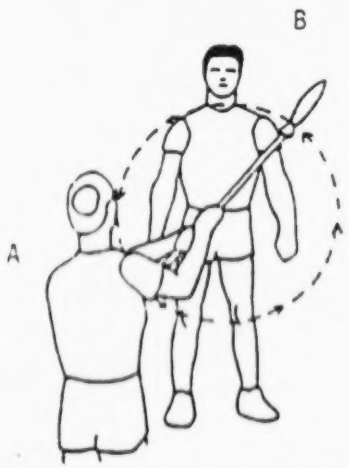


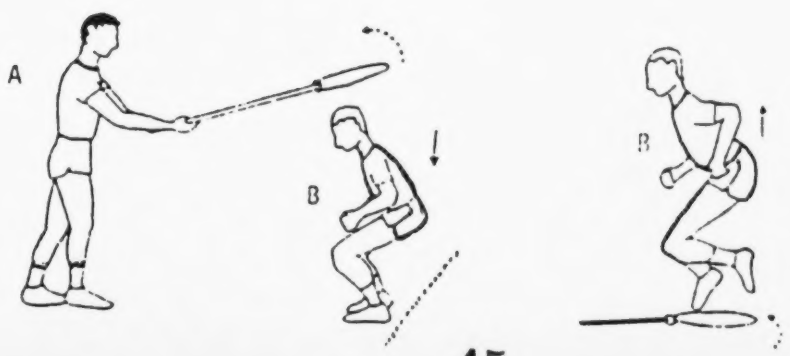
2.3 JUMP AND DUCK (Partner-assist exercise)

PURPOSE: To improve agility, reaction time, balance, and coordination.

REQUIRED EQUIPMENT: A 6-foot pole padded at one end by towel and tape.

MOVEMENT: Partners stand facing each other about six feet apart. Partner A starts by gently swinging the pole in a large vertical circular motion for partner B to jump and duck. The padded end of the pole should be started at waist height about 30 inches to one side of B and then pass full circle through B's space -- once at shoulder height and again just below knee height. B should duck as the pole swings toward his/her shoulders, and then jump (tucking legs backwards and upwards at the knees) as the pole swings towards his/her calves. A should swing the pole at a steady rate (to a spoken four-count, "one, DUCK, two, JUMP", through each cycle), paced to allow 9 to 10 jump-duck cycles (full circles) to be completed in a 30-second period. After 30 seconds, partners switch roles and repeat. When the cycles can be completed without blocking the pole, increase the speed of the cycles.





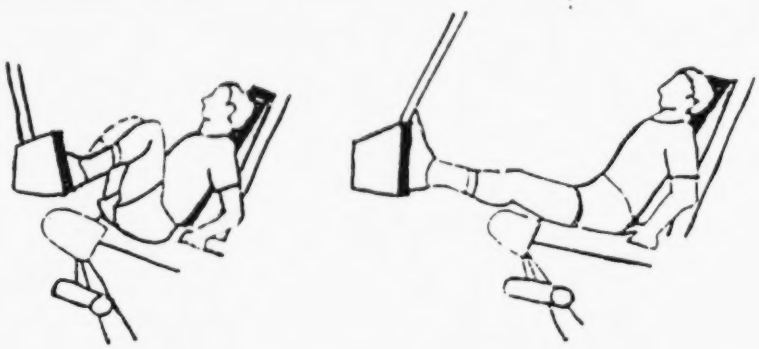
2.4 LEG PRESS OR MODIFIED WALL SIT

PURPOSE: To strengthen the musculature of the entire leg and buttocks.

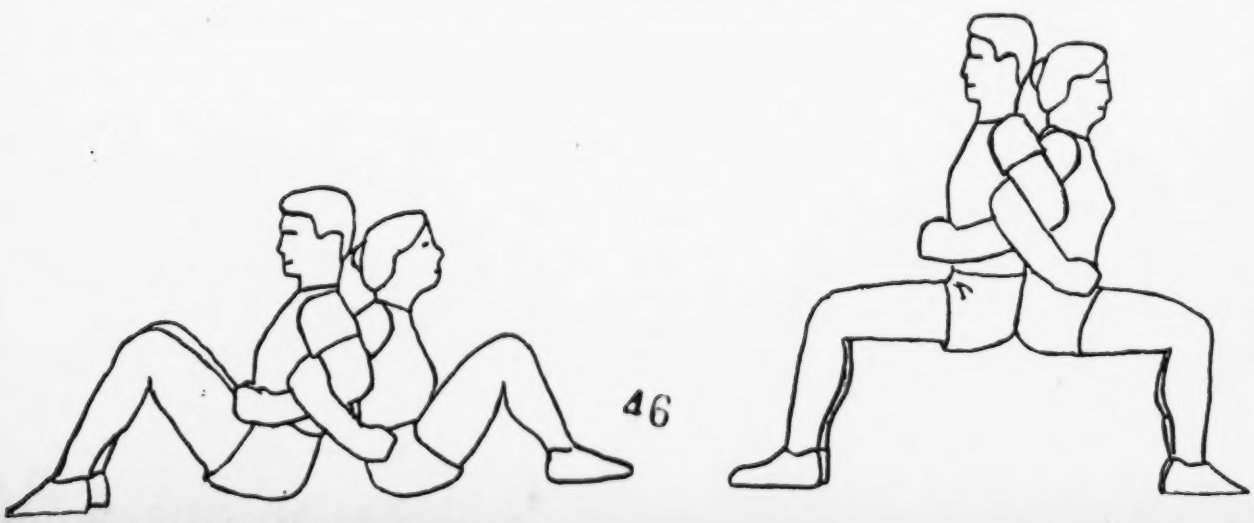
REQUIRED EQUIPMENT: Universal Gym, Nautilus leg press machine, or squat rack frame which allows a barbell full of weights to be raised with the legs from underneath.

MOVEMENT A - LEG PRESS: Start with 75 lbs. and continue to increase weight until an appropriate weight is found (one that is difficult to leg press for more than 6-8 repetitions). Like all exercises, move the weights SLOWLY through the entire range of motion. Perform in sets of 6 repetitions. Start with one set and work up to three sets. Rest a few seconds between sets.

NOTE: If appropriate equipment is not available for the leg press exercise, it should be replaced by the Modified Wall Sit exercise.



MOVEMENT 8 - MODIFIED WALL SIT (Partner assist exercise; no equipment required): Partners sit facing opposite directions, back-to-back, with arms hooked at elbows, backs erect, and knees bent at right angles. Partners then perform a simultaneous backward push and standing effort, rising to a half knee bend and holding position for 30-40 seconds. Start with two repetitions, increase to three (or more, if time permits) by the end of the program.



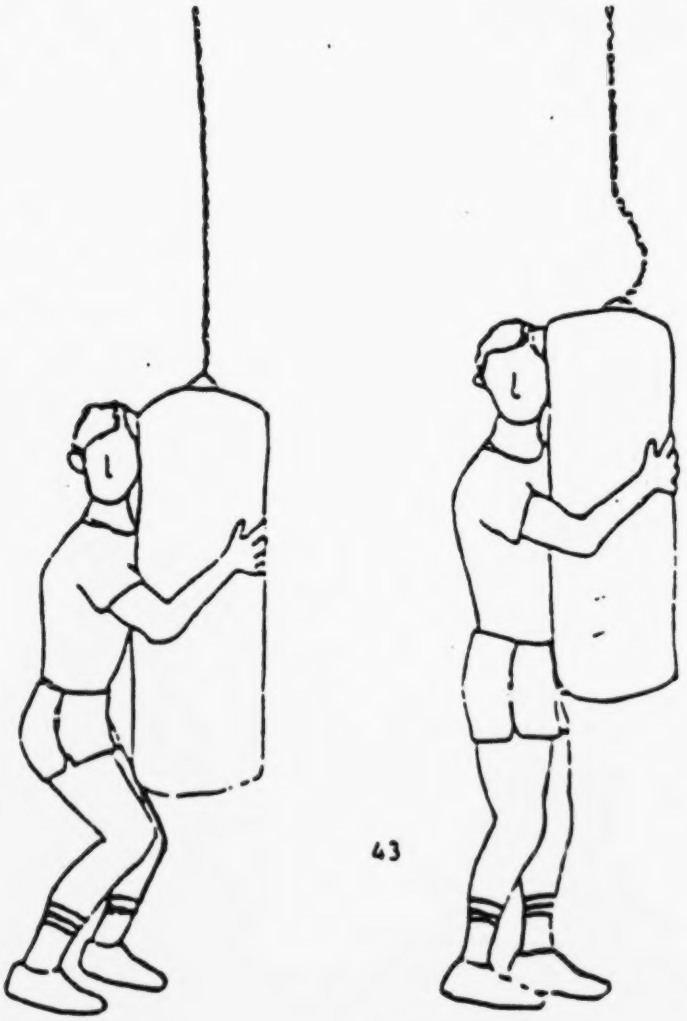
3.1 Dummy Lift

PURPOSE: To demonstrate/enhance agility (arm, back, and leg strength and endurance) to support the weight of a hanging 150 lb. bag and lift and hold it high enough to take all stress off the rope or chain from which it is suspended.

REQUIRED EQUIPMENT: Weighted canvas duffle bags (120-150 lb. hung from above by strong rope or chain and suspended one to three feet above the ground).

MOVEMENT: With knees bent, wrap arms around the hanging bag, get a firm hold on it, then straighten legs to lift the bag high enough to create slack in the rope/chain; and aim to hold for 30 seconds. Rest 30-60 seconds (allowing another trainee to perform the dummy lift); repeat. Start with a 120-130 lb. bag. As able to support bag successfully for 30 seconds, increase weight (in 10-20 lb. increments) and/or time spent supporting the bag.

BENCHMARK MINIMUM: Support the weight of a 150 lb. bag for at least 30 seconds.



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4.1 DUMMY DRAG

PURPOSE: To demonstrate/enhance ability (grip, arm, leg and back strength and power) to quickly drag a 150-pound dummy or bag by the handle or strap for a distance of 20 feet or more over a carpeted or flat mowed grass surface.

REQUIRED EQUIPMENT: 150-pound dummy or weighted duffle bag with a handle or strap.

MOVEMENT: On a carpeted or flat mowed grass surface, drag the 150-pound dummy/bag as far as possible in 30 seconds. Rest briefly, (30-60 seconds, allowing another trainee to perform the dummy drag), then repeat.

BENCHMARK MINIMUM: In 30 seconds, drag the 150-pound dummy/bag at least 20 feet. (This corresponds to dragging the dummy/bag at a pace corresponding to a very slow walk.)

SEGMENT C

OBJECTIVES:

18.1.5 Demonstrate/enhance ability to (a) walk briskly or jog 150 feet while maneuvering around obstacles, and (b) lift a 20 lb fire extinguisher and carry it 75 feet or more while walking briskly.

18.1.6 Demonstrate/enhance speed in sprinting a distance of 75 yards on a straight track.

INSTRUCTIONAL TIME: 12 minutes total; 6 minutes per exercise

SCHEDULE*/PROGRESSION

Objective	Exercise	Week 1	Week 2	Week 3	Week 4
18.1.5	5.1 Weighted Agility Runs	--------150 feet/30 sec. or less**-------			
		----------20 lbs/75 feet**----------			
		----------4-12 repetitions----------			
18.1.6	6.1 75-yard Sprints	----30 sec. or less**/4-6 repetitions----			

* Trainees will rotate through exercises in small groups; ordering of exercises is flexible.

**Benchmark minimum

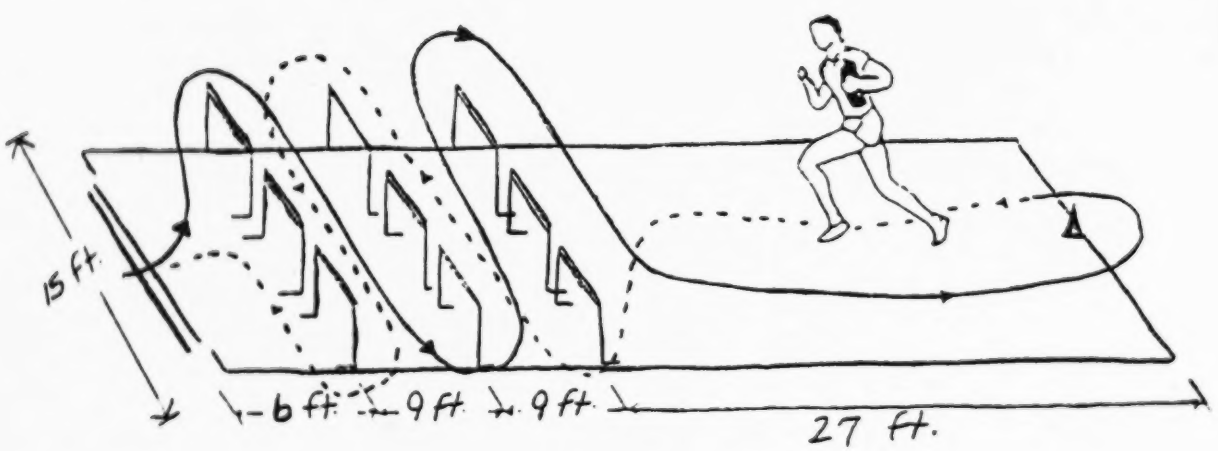
5.1: Weighted Agility Run

PURPOSE: To demonstrate/enhance agility (agility, strength, and power) to (a) walk briskly or jog 150 feet while maneuvering around obstacles, and (b) lift a 20 lb fire extinguisher and carry it 75 feet or more while walking briskly.

REQUIRED EQUIPMENT: 20 lb. fire extinguisher or weighted tube bag. Barrier run set up to create a 75 foot zig-zag path (with at least 3 sharp turns) from starting point to turn-around point.

MOVEMENT: Weighted Agility Runs. Walk briskly or jog through a 75 foot barrier course, pick up a 20 pound fire extinguisher or weighted tube bag and carry it back through the course, walking briskly. Repeat. Rest briefly (30-60 seconds) between repetitions if benchmark minimum not met.

BENCHMARK MINIMUM: Complete the full 150 foot course within 30 seconds, carrying the 20 pound extinguisher/weighted bag for 75 feet of that distance without dropping it.



6.1 75-yard Sprints

PURPOSE: To demonstrate/enhance speed (muscular power and strength) i sprinting a distance of 75 yards on a straight track.

MOVEMENT: From a standing start, run 75 yards as quickly as possible over straight track. Repeat, resting briefly, (30-60 seconds) between repetitions as often as time permits.

BENCHMARK MINIMUM: Complete the 75-yard sprint within 30 seconds (i.e., at pace on the borderline between a fast jog and a slow run).

SEGMENT D

OBJECTIVE:

18.1.8 Enhance cardiovascular endurance by walking briskly, jogging, or running around an oval track for a continuous period of at least 15 minutes.

INSTRUCTIONAL TIME: 15-21 minutes

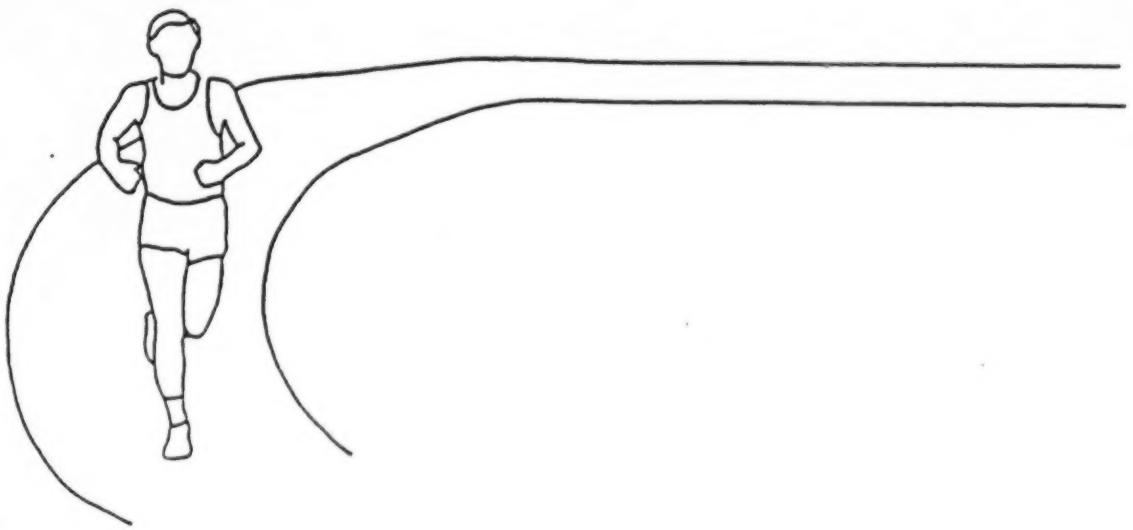
SCHEDULE/PROGRESSION:

Objective	Exercise	Week 1	Week 2	Week 3	Week 4
18.1.8	8.1 Long Distance Walk/Jog	----------1.0-1.5 + miles----------			

8.1 LONG DISTANCE WALK/JOG

PURPOSE: To improve cardiovascular endurance by walking briskly, jogging, or running around an oval track for a continuous period of at least 15 minutes.

MOVEMENT: On a quarter mile or longer oval track, walk briskly, jog, or run as many laps as possible in 15-21 minutes (as time permits), with no breaks or rest periods. A typical brisk walk pace will cover one mile in the 15 minutes, a run will cover 1.5 miles or more.



SEGMENT E

OBJECTIVE:

18.1.9 Cool down; slow the heart rate down and stretch out the primary muscle groups.

INSTRUCTIONAL TIME: 5 minutes

SCHEDULE/PROGRESSION:

Objective	Exercise	Week 1	Week 2	Week 3	Week 4
18.1.9	9.1 Cool Down Walk	----------3 minutes----------			
	9.2 Cool Down Stretches	----------2 minutes----------			

9.1 Cool Down Walk

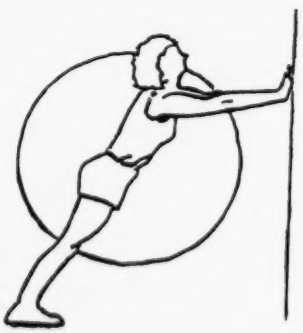
PURPOSE: To slow the heart to near rest level.

MOVEMENT: Walk at a comfortable pace for 3 minutes.

9.2 Cool Down Stretches

PURPOSE: Stretch out the primary muscle groups to minimize post-exercise stiffness.

MOVEMENT: Perform 2 minutes of stretching exercises, including calf stretches, quad stretches, trunk twists, and windmills. Side bends, knee hugs, and arm circles may be added if time permits. Refer back to previous pages for instructions for exercises.



CHAPTER 4
USE OF THE BENCHMARK MINIMUMS

FIT TO SPECIFIC FACILITY MINIMUMS

The benchmark minimums are translations of the typical minimum performance levels found to be applicable across the full range of agencies participating in the STC program. Thus, by meeting the benchmark minimums, trainees demonstrate that they are able to meet typical statewide minimum performance requirements on physically demanding tasks.

Whether meeting the benchmark minimums also indicates a trainee's ability to meet a specific agency's local performance requirements depends on how that agency's local standards compare to the statewide minimums.

Facilities with minimum requirements that differ from the typical statewide minimum requirements, on any of the physically demanding tasks which are simulated by the benchmark minimum exercises, may wish to make corresponding adjustments in the benchmark minimums on those exercises.

If an agency plans to require that all trainees "pass" all benchmark minimums before being placed on the job, it is essential that those benchmark minimums be no higher than the specific job requirements of that particular agency. It clearly would not be appropriate to "fail" trainees based on standards which do not apply to the particular facility or agency by which they have been hired.

> For example: If a facility does not have any 75-yard distances within it, or does not require Juvenile Counselors to run 75 feet in pursuit of wards or in getting to the scene of an emergency, then the benchmark minimum for the 75-yard sprint exercise would be difficult to defend as an absolute requirement for job entry. In that case, the 75-yard sprint exercise should still be used as part of the conditioning module, to enhance power and strength, but its benchmark minimum could not appropriately be used as a basis for passing or failing trainees.

FAILURE TO MEET BENCHMARK MINIMUMS

Trainees who do not meet all of the benchmark minimums are <u>not</u> to be automatically disqualified from placement in the Juvenile Counselor Position. This situation must be handled on a case-by-case basis, in consultation with administration of the facility which hired the trainee. In deciding how to handle each such situation, the following questions need to be addressed:

- Is additional practice likely to bring the trainee's performance up the benchmark minimum(s)? If so, and if additional practice time is administratively feasible, the trainee should be given that opportunity.

- Does this facility have lower than typical minimum standards on the physically demanding task(s) associated with the particular benchmark minimum(s) in question? If so, the benchmark(s) should be adjusted appropriately and the trainee's performance re-evaluated in terms of the new benchmark(s). With the new benchmark(s), the trainee's fitness level may prove to be at or above standard.

- Can the facility make reasonable accommodation for a Juvenile Counselor who may be unable to meet minimum performance standards on the particular task(s) associated with the benchmark(s) in question? In comparison to other core tasks of the Juvenile Counselor position, physically demanding tasks tend to have low relative frequency and importance. Thus, it may well be feasible (and worthwhile) for the facility to make reasonable accommodation for a trainee who has weaknesses in specific physical abilities, but is otherwise expected to be s satisfactory performer. If reasonable accommodation is feasible, an employer is legally required to provide it.

Only if all three of these options fall to provide a solution to the problem may a trainee be disqualified ("fail") on the basis of poor performance on the benchmark exercises.

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Krueger, K.G., Berner, J.G., and Beranauer, E.M. POST Basic Academy Physical Conditioning Manual. California: California Commission on Peace Officer Standards and Training, January, 1985.

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ATTACHMENT A

INSTRUCTIONS FOR MATERIALS PREPARATION

Weighted Duffle Bags

Fill a duffle bag to desired weight with sand, stone, or free weight plates. If stones or plates are used, intersperse with towels or cloth to ensure bag is full and weight is evenly distributed. Bag should weigh 150 lbs. for benchmark minimum testing.

For use in dummy drag exercise, be sure the strap or handle on the duffle bag is strong and well secured. For use in dummy lift exercise, securely attach a strong rope or chain from which to hang the bag; rope/chain must be long enough to suspend bag 1-3 feet above ground.

Life-like Dummy

Dummies may be purchased (approximate cost - $1400) from:

K & O Industries
31 East Montecito Avenue
Sierra Madre, CA 91024
(818) 355-3183

Weighted Tube Bag

Fill a sturdy tube-shaped bag with sand, stone, or free weights. If stones or plates are used, intersperse with towels or cloth to ensure backpack is full and weight is evenly distributed. Bag should weigh 20 lbs.

Padded Pole

Wrap a towel or cloth around one end of a six-foot pole so that the end is fully padded. Tape the padding to the pole.

ATTACHMENT B

SET-UP INSTRUCTIONS FOR EXERCISES

Segment A (Exercises for Performance Objective 1)

- Full group session (10 minutes total).
- No special set-up required. All exercises are performed in place.
- Having walls or backdrops available for trainees is important for trunk twists, calf and quad stretches, and vertical jumps.

Segment B (Exercises for Performance Objectives 2-4)

- Small groups (pairs and/or foursomes) rotate through six two-minute exercise stations (12 minutes total):

  a. Wrist Curls: need wrist curl device(s) and weights at station.

  b. Arm Curls: need free weights and curl bar(s) at station.

  c. Jumps and Ducks: need padded pole(s) at station.

  d. Modified Wall Sits: no special set-up needed.

  or

  Leg Presses: need station at a Nautilus, universal gym, or squat rack.

  e. Dummy Drags: need two weighted bags/dummies placed on a length of carpet or flat mowed grass at least 20 feet long, with the 20-foot distance marked off from the starting point. Also need stopwatch(es) at the station.

  f. Dummy Lifts: need two (or more† weighted canvas duffle bags of different weights hung from above, by strong rope or chain, to be 1-3 feet above the ground. Start with bags weighing 120-130 lbs. Increase bag weights in 10-20 lb. increments as appropriate to keep pace with performance of group. Have at least one bag at 150 lbs. by the end of the week.

- Stations should be set up in advance.

Attachment B (continued)

Segment C (Exercises for Performance Objectives 5-6)

- Two groups of 10 trainees rotate through two six-minute exercise stations (12 minutes total):

  1. Weighted Ability Run: need five 20 lb. extinguishers or tube bags, each stationed at the turn-around point of a 75 foot zig-zag path; path must have at least 3 sharp turns.

  2. 75-Yard Sprints: need paths laid out on a flat track, and stopwatches distributed, so five to ten trainees can be sprinting and being timed simultaneously.

- Stations should be set up in advance.

Segment D: Long Distance Walk/Jog (Performance Objective 7)

- Full group session (15-21 minutes).

- Need a quarter-mile or longer oval track (or tracks) large enough to accommodate the group.

Segment E: Cool Down (Performance Objective 8)

- Full group session (five minutes).

- No special set-up required.